

# Early Learning Governance

September 28, 2005

# Council's Legislative Charge (HB 1152)

By November 15, 2005, the council shall make recommendations...concerning the statewide organization of early learning

# Early Learning System Issues

*from Governor's June 3, 2005 Education Summit*

## Strengths

- Focus on children within the community and family
- Engagement, communication, collaboration increasing
- A variety of programs offer parental choice and meet unique needs
- Progress on components of the system, e.g., professional development and benchmarks

## Challenges

- Support to early learning inconsistent across programs and communities
- Governance structure lacking
- More diverse leadership and culturally-relevant services needed
- System under-funded, e.g., low provider reimbursement rates and limited education and training incentives

# Washington State Office of Financial Management Child Care and Early Learning Organizational Study (2000)

Found:

- Multiple coordination efforts
- Seven state agencies involved in administration of early learning programs
- Programs with similar design and goals found in different agencies
- Current organizational structure perceived as complex and fragmented
- Lack of core leadership
- Providers must deal with multiple agencies and personnel; inconsistencies among programs; hurdles to open and operate a quality program

# Washington's Major Early Learning Programs

- Child Care Licensing (DSHS, State Patrol)
- Child Care Quality Activities (e.g., resource and referral, Stars training, health consultants) (DSHS, DOH)
- Infant and Toddler Early Intervention Program (IDEA Part C) (DSHS)
- Special Education Preschool (IDEA Part B) (OSPI)
- Working Connections Child Care Program (DSHS)
- Early Childhood Education and Assistance Program (ECEAP) (CTED)
- Head Start-State Collaboration Office (DSHS)
- USDA Child and Adult Nutrition Program (OSPI)
- Maternal and Child Health (DOH)
- And others....

# *Administration of the Child Care and Development Fund (CCDF) Across States*

- Most States locate CCDF administration in their health and human services agency
- Four states have CCDF administration in their employment or workforce agencies (Oregon, Texas, Utah and Wisconsin)
- California administers CCDF in their education department
- Massachusetts and Georgia administer CCDF through separate early learning departments
- Other: Florida Partnership for School Readiness; KY Cabinet for Families and Children

# *State Pre-Kindergarten Program Administration across States*

- More than two dozen states operate their state pre-k programs out of their departments of education
- A dozen operate their programs out of other agencies and six through joint agency arrangements

# *States Have Implemented a Variety of Approaches to Coordination & Funding*

Children's Cabinets

Coordinating Councils, Boards, Task Forces and Commissions

Partnerships with Local Communities and the Private Sector



# Early Learning Governance Examples

From the United States,  
Washington State and Abroad

# Georgia Department of Early Care and Learning: Bright From the Start (2004)

- Georgia's department was created to extend the benefits seen in involving child care providers in the provision of pre-k services.
- It was created through an amendment to the state's education laws. A Board of Early Care and Learning and the commissioner are appointed by governor.
- The department is responsible for Georgia's pre-k program; licensing; nutrition; the Head Start State Collaboration Office; CCDF including CCDF quality funds; Even Start; collaboration with Smart Start Georgia; and resource and referral. It does not administer the state's child care subsidy program.

# Massachusetts Department of Early Education and Care

- In 2004, the legislature directed the Council on Early Education and Care to develop a plan to consolidate and transfer all existing early education and care programs to a new department by July 1, 2005.
- The legislation created a Board of Early Education and Care to oversee and supervise administration of a high-quality system of early education and care.
- The Board also appoints the commissioner of the department.

# Maryland Early Childhood Division

- Maryland passed legislation in 2005 to establish an Early Childhood Division in its education department to ensure consistency and high quality programs for young children.
- The new division will include pre-k and other early learning initiatives as well as licensing and quality initiatives for family and center-based child care and resource and referral services.
- Whether or not to move child care subsidies is still being studied.

# HB 2373 (sponsored by Rep. Kagi in 2000)

Would have:

- Created an Office of Child Care and Early Education to coordinate and consolidate child care and early learning programs with administrator appointed by the governor.
- Transferred all powers, duties, and functions...pertaining to child care and early learning programs to the new office.

# I-884 Great Beginnings Preschool Partnership Program (2004)

Would have:

- Created the Great Beginnings Preschool Partnership Program to provide high quality, voluntary early education services to three and four year old children.
- Established an early education trust account.
- Created an early education board in the governor's office.
- Provided for local partnership organizations (educational service districts or other organization) and local advisory councils.

# Three European Countries

- **Sweden**-transferred early learning services from welfare to education in 1996.
- **France and Italy**: care for younger children in the social welfare system; preschools operated under the education system.

\*From Kamerman, S.B. Early childhood education and care: An Overview of Developments in the OECD countries.

# More About Sweden

- 18 months of parental leave; 12 months at 80% of prior earnings.
- 33% of children 0-2 years and 72% of 3-6 year olds are in publicly supported care.
- 82-87% of costs covered by government.
- With integration of early learning and education, a paradigm shift occurred with care, development and learning becoming a more accepted part of education.

\*Kamerman, S.B. (op.cit) and Integrating Early Childhood Into Education, UNESCO Policy Briefs, May 2002



# Questions

- What governance options would provide high visibility and independence for early learning?
- What steps should be taken to ensure that children and families are the central focus in our early learning model?
- How do we incorporate public-private partnerships into the governance structure?

# Questions (continued)

- What programs and funding streams should be included?
- How do we balance supporting professional growth with enforcement of health and safety issues?
- How do we improve transitions from early learning to K-12 and beyond?

From Gallagher, Clifford & Maxwell, *Getting from Here to There: To an Ideal Early Preschool System*

“One future option for early childhood services is simply not acceptable—the status quo. Services are too fragmented, too chaotic, and too expensive in their redundancies to expect generous public support.”